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| <b>Clover Hill Primary School</b>   | <b>Reception Curriculum Map</b>  |  | <b>2022- 2023</b>  |
|  | At the heart of Clover Hill Community Primary School lies a learning community that embraces opportunity and allows every child to reach for the stars and shine.  |  |  |
|  | Autumn Term  | Spring Term  | Summer Term  |
| <b>Characteristics of Effective Learning</b>   |  |  |  |
| <ul style="list-style-type: none"> <li>• playing and exploring - children investigate and experience things, and 'have a go'</li> <li>• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul> |  |  |  |
| <b>Prime Areas</b>   |  |  |  |
| <b>Personal, Social &amp; Emotional Development</b> <ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul>   | Settling into school routines<br>Learning names of staff and children<br>Sharing of rules and routines<br>Circle time<br>Whole class adult input<br>Small group adult led<br>Continuous provision  | Sharing of rules and routines<br>Circle time<br>Whole class adult input<br>Small group adult led<br>Continuous provision | Sharing of rules and routines<br>Circle time<br>Whole class adult input<br>Small group adult led<br>Continuous provision<br>Transition to Year One |
|  | Self-Regulation - ELG – End-point; not our curriculum<br>Children at the expected level of development will:<br>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;<br>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. |  |  |
|  | Managing Self - ELG – End-point; not our curriculum<br>Children at the expected level of development will:<br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly;<br>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  |  |  |
|  | Building Relationships - ELG – End-point; not our curriculum<br>Children at the expected level of development will:<br>Work and play cooperatively and take turns with others;<br>Form positive attachments to adults and friendships with peers;<br>Show sensitivity to their own and to others' needs.   |  |  |
| <b>Communication &amp; Language</b> <ul style="list-style-type: none"> <li>• Listening, Attention and Understanding</li> </ul>   | Songs, Stories & Rhymes<br>Circle Time (games and discussions)<br>Role Play – home, opticians, hairdressers, spooky kitchen, forest, Santa's workshop  | Songs, Stories & Rhymes<br>Circle Time (games and discussions)   | Songs, Stories & Rhymes<br>Circle Time (games and discussions)<br>Role Play – restaurant/café , garden centre, pirate ship                         |
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| <ul style="list-style-type: none"> <li>Speaking</li> </ul>   | Whole class adult input<br>Small group adult led<br>Continuous provision   | Role Play – space station, travel agent, safari, fruit shop<br>Whole class adult input<br>Small group adult led<br>Continuous provision   | Whole class adult input<br>Small group adult led<br>Continuous provision   |
|  | Listening, Attention and Understanding – ELG – End-point; not our curriculum<br>Children at the expected level of development will:<br>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;<br>Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.                       |   |  |
| Speaking – ELG – End-point; not our curriculum<br>Children at the expected level of development will:<br>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |  |   |  |
| <b>Physical Development</b><br><br><ul style="list-style-type: none"> <li>Gross Motor Skills</li> <li>Fine Motor Skills</li> </ul>   | Complete PE – Locomotion – Jumping 1<br>Complete PE – Ball Skills – Hands 1<br>Dance - Room on the Broom, Penny for the Guy<br>Yoga<br>Self-care – independent use of the toilet and washing hands, snack choices, daily routine<br>Daily Access to large wheeled toys, large building blocks, crate and planks for construction<br>Daily access to playdough and fine motor activities<br>Daily access to writing opportunities<br>Developing a comfortable pencil grip and beginning to form letters<br>Take it Outside Day activities | Complete PE – Gymnastics - High, Low, Under, Over<br>Complete PE – Dance – Nursery Rhymes<br>Yoga<br>Self-care – independent use of the toilet and washing hands, snack choices, daily routine<br>Daily Access to large wheeled toys, large building blocks, crates and planks for construction<br>Safe transportation and storage of equipment<br>Daily access to playdough and fine motor activities<br>Daily access to writing opportunities<br>Letter formation<br>Take it Outside Day activities<br>Exploring different fruits | Complete PE – Ball Skills – Feet 1<br>Complete PE – Attack v Defence – Games for Understanding<br>Yoga<br>Self-care – independent use of the toilet and washing hands, snack and lunch choices, daily routine<br>Daily Access to large wheeled toys, large building blocks, crates and planks for construction<br>Safe transportation and storage of equipment<br>Daily access to playdough and fine motor activities<br>Daily access to writing opportunities<br>Letter formation<br>Take it Outside Day activities |
|  | Gross Motor Skills – ELG – End-point; not our curriculum<br>Children at the expected level of development will:<br>Negotiate space and obstacles safely, with consideration for themselves and others;<br>Demonstrate strength, balance and coordination when playing;   |   |  |

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|  | Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  |   |  |
|  | Fine Motor Skills - ELG – End-point; not our curriculum<br>Children at the expected level of development will:<br>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;<br>Use a range of small tools, including scissors, paint brushes and cutlery;<br>Begin to show accuracy and care when drawing.   |   |  |
| <b>Specific Areas</b>  |   |   |  |
| <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word Reading</li> </ul> | <p>Phonics Shed Chapter 1 – phonological awareness pre-reading speaking, listening and motor skills<br/>Phonics Shed Chapter 2 – grapheme-phoneme recognition - 26 letters of the alphabet and their corresponding capital letters, simple digraphs (double letters), alphabetical order, vowels and consonants<br/>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, j, v, w, x, y, z, qu, voiced s, ff, ll, ss, zz, tt, pp, rr, mm, cc, nn, dd, gg, bb<br/>Introduction to VC and CVC blending and segmenting<br/>Introduce and develop Home/School reading<br/>High frequency word recognition (blendable and tricky words)<br/>ORT Big Books<br/>Topic related key stories and favourite class stories</p> | <p>Phonics Shed Chapter 3 - Digraph recognition<br/>ng, ch, sh, voiced th, unvoiced th, ai, ee, igh, oa, ue, ow, oi, oo, hard oo, ar, or, ur, er, (ur), schwa ending er (uh)<br/>CVC / CVCC / CCVC blending and segmenting including digraphs<br/>Home/School reading<br/>High frequency word recognition (blendable and tricky words)<br/>Topic related key stories and favourite class stories<br/>Reading captions, labels and sentences with growing independence</p> | <p>Phonics Shed Chapter 3 - Trigraph recognition<br/>ear, air, ure<br/>CVC / CVCC / CCVC / CCVCC blending and segmenting including digraphs<br/>Phonics Shed Chapter 2 and Chapter 3 consolidation<br/>Home/School reading<br/>High frequency word recognition (blendable and tricky words)<br/>Topic related key stories and favourite class stories<br/>Reading captions, labels and sentences independently</p> |
|  | <p>Comprehension – ELG – End-point; not our curriculum<br/>Children at the expected level of development will:<br/>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;<br/>Anticipate – where appropriate – key events in stories;<br/>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>  |   |  |
|  | <p>Word Reading - ELG – End-point; not our curriculum<br/>Children at the expected level of development will:<br/>Say a sound for each letter in the alphabet and at least 10 digraphs;<br/>Read words consistent with their phonic knowledge by sound-blending;<br/>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>  |   |  |

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| <ul style="list-style-type: none"> <li>Writing</li> </ul>   | <p>Mark making including pre-handwriting patterns<br/> Letter formation – in and using a variety of media<br/> Phoneme / grapheme correspondence<br/> Writing own name<br/> Daily access to writing opportunities in all areas of the classroom – give meaning to marks made<br/> Labelling pictures with initial letter or dominant sounds<br/> Magic potions, firework noises, speech bubbles, retelling stories and own experiences, letters to Santa<br/> Adult led writing opportunities linked to phonics curriculum</p> | <p>Letter formation<br/> Phoneme / grapheme correspondence<br/> Daily access to writing opportunities in all areas of the classroom– give meaning to marks made<br/> Spelling HFWs<br/> Guided Writing – sentences – writing dictated phonically segmentable sentences<br/> Non-fiction writing about planets, astronauts kit list, diary from space, label space picture, sentences stimulated by space pictures, passports, compare life in Kenya/UK, retell story of Handa, recount making fruit salad, menus, facts about African animals<br/> Adult led writing opportunities linked to phonics curriculum</p> | <p>Letter formation<br/> Phoneme / grapheme correspondence<br/> Spelling HFWs<br/> Guided Writing - sentences<br/> Writing captions, labels and sentences independently<br/> Bean / sunflower dairy, writing letters to Jack / Giant, recount own experiences, sentences from story stimulus, writing about observations of caterpillar growth, menus<br/> Adult led writing opportunities linked to phonics curriculum</p>   |
| <p>Writing – ELG – End-point; not our curriculum<br/> Children at the expected level of development will:<br/> Write recognisable letters, most of which are correctly formed;<br/> Spell words by identifying sounds in them and representing the sounds with a letter or letters;<br/> Write simple phrases and sentences that can be read by others.</p> |  |   |   |
| <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Number</li> <li>Numerical Patterns</li> </ul>  | <p>Numbers to 5<br/> Recognition, counting, counting with 1-1 correspondence, sorting, ordering, comparing, more/less, addition, subtraction, partitioning, composition of numbers to 5, identifying missing numbers, subitising, writing numerals to 5.<br/> Number rhymes and counting songs<br/> Number in meaningful contexts – calendar, daily routine, message board, birthday chart</p>   | <p>Numbers to 10<br/> Recognition, counting, counting with 1-1 correspondence, ordering, comparing, more/less, addition, subtraction, partitioning, composition of numbers to 10, number bonds to 5 and 10, subitising, doubling and halving numbers, odd and even numbers, writing numerals to 10.<br/> Number rhymes and counting songs<br/> Number in meaningful contexts – calendar, daily routine, message board, birthday chart</p>   | <p>Numbers to 20<br/> Recognition, counting, counting with 1-1 correspondence, ordering, comparing, more/less, addition by counting on, subtraction by counting back, doubling, halving and sharing, arrays, odd and even numbers, place value in numbers to 20, writing numerals to 20<br/> Number rhymes and counting songs<br/> Number in meaningful contexts – calendar, daily routine, message board, birthday chart</p> |
| <p>Number – ELG – End-point; not our curriculum<br/> Children at the expected level of development will:<br/> Have a deep understanding of number to 10, including the composition of each number;</p>  |  |   |   |

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|   | <p>Subitise (recognise quantities without counting) up to 5;<br/>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>  |  |  |
|   | <p>Numerical Patterns – ELG – End-point; not our curriculum<br/>Children at the expected level of development will:<br/>Verbally count beyond 20, recognising the pattern of the counting system;<br/>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;<br/>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>   |  |  |
| <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Past and Present</li> <li>People, Culture and Communities</li> </ul> | <p><b>Themes:</b> <i>Ourselves, Celebrations, Christmas</i><br/>My family, introduce concept of generations<br/>Changes from babies to present day<br/>Similarities and differences between our friends<br/>People who help us<br/>Harvest and Harvest Festival celebrations<br/>Birthdays<br/>Family celebrations<br/>Diwali<br/>Bonfire night<br/>Christmas and Christmas traditions<br/>Christmas in the past<br/>Visit from Santa</p>  | <p><b>Themes:</b> <i>Space, Chinese New Year, Holi, Animals, Easter</i><br/>Neil Armstrong and Tim Peake and their contributions to space<br/>Chinese New Year<br/>Holi<br/>Friends of Jesus<br/>Easter<br/>Birthdays Compare and contrast our experiences with those of people living in the locations in which our key texts are set – see MTP</p> | <p><b>Themes:</b> <i>Minibeasts, In the Garden, Pirates</i><br/>Keeping healthy<br/>Pirates<br/>Birthdays<br/>Transition to Year One</p> |
|   | <p>Past and Present - ELG – End-point; not our curriculum<br/>Children at the expected level of development will:<br/>Talk about the lives of the people around them and their roles in society;<br/>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;<br/>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>   |  |  |
|   | <p>People Culture and Communities - ELG – End-point; not our curriculum<br/>Children at the expected level of development will:<br/>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;<br/>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;<br/>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> |  |  |
| <ul style="list-style-type: none"> <li>The Natural World</li> </ul>   | <p>Our school environment<br/>Observing the changing seasons</p>   | <p>Our school environment<br/>Observing the changing seasons</p>   | <p>Our school environment<br/>Observing the changing seasons</p>   |

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|  |  | <p>Observing daily weather<br/>Take it Outside Day</p>  | <p>Observing daily weather<br/>The Solar System<br/>Space travel<br/>Sources of light including the sun, darkness as the absence of light<br/>Whickham on planet Earth<br/>Forces - pushes and pulls<br/>Maps – location of UK and locations of key texts – see MTP<br/>Names of continents<br/>Journeys and appropriate methods of transport<br/>Animals - domestic, indigenous to the UK, indigenous to locations of key texts – see MTP<br/>Nocturnal and diurnal animals<br/>Compare and contrast our locality with locations of key texts – see MTP<br/>African food and culture<br/>Take it Outside Day</p> | <p>Observing daily weather<br/>Taking care of our environment<br/>Plant growth<br/>Mini-beasts and their life cycles<br/>Observations of nature<br/>Minibeast hunts<br/>Habitats<br/>Visit to Kirkley Hall<br/>Maps – location of UK, location of North Sea and other oceans<br/>Take it Outside Day</p>   |
|  |  | <p>The Natural World – ELG – End-point; not our curriculum<br/>Children at the expected level of development will:<br/>Explore the natural world around them, making observations and drawing pictures of animals and plants;<br/>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;<br/>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |   |  |
|  | <p><b>Expressive Arts &amp; Design</b></p> <ul style="list-style-type: none"> <li>• Creating with Materials</li> </ul> | <p>Daily access to art and design materials<br/>Develop control of scissors and other tools – hole punch etc.<br/>Self-portraits and pictures of friends and family<br/>Create homes from construction<br/>Birthday cards<br/>Large collage images (People who help us)<br/>Autumn observational drawing<br/>Autumnal transient art<br/>Firework pictures<br/>Printing<br/>Colour mixing<br/>Junk modelling</p>   | <p>Daily access to art and design materials<br/>Develop control of scissors and other tools – hole punch etc.<br/>Plan and make a model<br/>Cutting / joining / finishing<br/>Rockets<br/>Space, planet and alien pictures<br/>Moonscapes<br/>Van Gogh’s Starry Night<br/>Alien masks<br/>Easter cards and Mother’s Day cards<br/>Flags<br/>African necklaces<br/>African animal pictures</p>   | <p>Plan and make a model, adapting work as appropriate<br/>Select tools and evaluate process<br/>Minibeast models<br/>Symmetrical butterflies<br/>Butterfly sun catchers<br/>Van Gogh’s sunflowers<br/>Observational drawing of flowers and minibeasts<br/>Transient art<br/>Caterpillar life cycle wheels<br/>Moving caterpillars<br/>Bug hotel<br/>Treasure maps</p> |

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|  | Designing birthday cards, party decorations and party hats<br>Diwali lamps<br>Christmas Cards<br>Christmas and winter themed paintings  | African traditional dress collage<br>Silhouette / sunset paintings<br>Observational drawings of animals and fruit<br>Printing with fruit and vegetables<br>Make fruit salad<br>Make modes of transport | Pirate portraits<br>Pirate costumes<br>Pirate hats<br>Pirate ships  |
|  | Creating with Materials - ELG – End-point; not our curriculum<br>Children at the expected level of development will:<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;<br>Share their creations, explaining the process they have used;<br>Make use of props and materials when role playing characters in narratives and stories. |  |   |
| <ul style="list-style-type: none"> <li>Being Imaginative and Expressive</li> </ul> | Daily singing<br>Dance (PD)<br>Exploring the sound of instruments<br>Role play linked to topic (C&L)<br>Christmas performance   | Daily singing<br>Dance (PD)<br>Exploring instruments to create space sounds<br>African music and songs<br>Role play linked to topic (C&L)  | Daily singing<br>Adding percussion instruments to songs<br>Role play linked to topic (C&L)<br>Class assembly  |
|  | Being Imaginative and Expressive - ELG – End-point; not our curriculum<br>Children at the expected level of development will:<br>Invent, adapt and recount narratives and stories with peers and their teacher;<br>Sing a range of well-known nursery rhymes and songs;<br>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.                                 |  |   |
| <b>Computing</b>   | Barefoot Computing Units<br>Busy Bodies<br>Awesome Autumn   | Barefoot Computing Units<br>Winter Warmers<br>Super Space  | Barefoot Computing Units<br>Spring Time<br>Summer Fun<br>Boats Ahoy!  |
| <b>French</b>  | Greetings<br>Songs – Bonjour tous les mondes, Baa Baa Mouton Noir   | Numbers to 10<br>Songs – Bonjour tous les mondes, Baa Baa Mouton Noir, I can count, Vieux McDonald<br>French Day (counting to 10, please, thank you, simple fruit – linked to snack time)<br>Songs     | Greetings<br>Numbers to 10<br>Songs - Bonjour tous les mondes, Baa Baa Mouton Noir, I can count, Vieux McDonald, I can sing a rainbow, Heads, shoulders, knees and toes |

Written with reference to the educational programmes set out in the statutory framework for Early Years Foundation Stage and Birth to 5.